

Looking In Depth At The English Spelling System
Within Word Spelling Stage; Words Their Way, Level B

“**The Within Word Stage** is a transitional period of development between the beginning stage when students’ reading and writing are quite labored, and the intermediate stage when most students can read nearly all texts that they encounter... Students in the within word pattern or transitional stage use but confuse vowel patterns... Vowel knowledge distinguishes where students fall in the stage.”

(Bear, Ivernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008, p. 171)

Sort	Key Content Knowledge About Our Spelling System
Sort 1 Initial Consonant Blends	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Consonant blends</i> are consonant letter clusters in which the individual letter sounds are retained, such as /spl/ in split and /nt/ in font. • The consonant blends “dr”, “tr”, and “br” are often confused by students and may require more guided auditory discrimination practice. • Video <ul style="list-style-type: none"> ○ http://www.youtube.com/user/theelectriccompny#p/search/0/mLCy5W6yEVQ <p>(Henry, <i>Unlocking Literacy</i>, 2003)</p>
Sort 2 Consonant Digraphs	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Consonant digraphs</i> are two adjacent consonants that represent one speech sound, such as /sh/ in ship and /ch/ in church. • The consonant digraphs “ch”, “sh”, “wh” and “th” in this sort are often confused by students and may require more guided auditory discrimination practice. • Video: <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=lyD-0L3JIdI <p>(Henry, <i>Unlocking Literacy</i>, 2003)</p>
Sorts 3—8 Short and Long Vowels	<p>When teaching these sorts, please note the following:</p> <ul style="list-style-type: none"> • Every vowel has two sounds commonly referred to as <i>long</i> and <i>short</i>. The five short vowels can be heard at the beginning of these words: <i>apple</i>, <i>Eddy</i>, <i>igloo</i>, <i>octopus</i>, and <i>umbrella</i>. Short vowels can be marked with a breve (ă) to denote their unique pronunciation. The long vowel sounds say their letter names and can be marked with a macron (ā). • During Sorts 3-8, students are expected to discriminate short and long vowels based on sound and spelling patterns. It is important for students to note that short vowels contain one vowel and are surrounded by

consonants. They should be able to spell CVC words by the end of Sort 8, thus any supplemental activities should be geared toward:

- spelling words containing short vowels.
- discriminating between short and long vowels.
- Lead students to note the additional vowels in long vowel words, but do **not** expect them to spell words containing long vowels. Students will study long vowel patterns in Sorts 10-21.
- CVC words are *closed syllables*.
 - *Closed syllables (CVC and CVCC)* end with or are closed by one or more consonants and the vowel sound is short (e.g., hot, plant, or **Tigger**).
 - Share with students that when you “close the door” on the syllable, the consonant(s) blocks the vowel so that it can’t stretch out and must remain “short.” Students will be introduced to open syllables in Sort 16.
 - Point out to students the singular vowel in words (syllables) with a short vowel sound.
 - A short vowel chart should be created and reviewed for student reference.
 - Students can practice the vowels by chanting together using the following format: letter name, word that starts with the sound, letter sound (e.g., “a, apple, /ă/”).
 - Lead students to understand that the letters “f”, “l”, “s”, and sometimes “z” are usually doubled when they follow a single vowel in a one-syllable word (e.g., staff, tell, grass, and jazz).
- When doing dictations read a mix of words containing both short and long vowels. Have students write only words containing short vowels. This will give them practice discriminating short and long vowel sounds and spelling CVC words. Stop periodically to discuss why words are spelled a particular way (especially when several students make an error and when final letters are doubled).
- On Day 3, provide students with controlled texts containing short and long a (www.readinga-z.com has printable copies. Each building has licenses to the site.)

(Henry, *Unlocking Literacy*, 2003)

(Bear, Ivernizzi, Johnston and Templeton, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, 4th ed., 2008)

<p>Sort 9 *Spell Check</p> <p>Final /k/</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • After the group has sorted the words together and noticed the different final /k/ spellings, have students try to figure out how to decide which spelling to use. Students can do this independently, in partnerships, or as a small group. Lead them to understand: <ul style="list-style-type: none"> ○ Final /k/ after a short vowel in a one-syllable word is spelled “ck.” ○ Final /k/ after a singular long vowel is spelled “ke.” ○ Final /k/ after two vowels is spelled “k.” • After completing Sort 9, administer Spell Check 1 (see <i>WTW Teacher Resource Guide Level B</i> page 21 for the list of words and information on which sorts to review if students make errors).
<p>Sorts 10</p> <p>Short a (CVC) and Long a (CVCe and CVVC)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • During the next 11 sorts, students will study long vowel patterns while continuing to review short vowel sounds. It will be important to provide instruction on the silent “e” pattern and vowel digraphs. • <i>Vowel digraphs</i> (CVVC) occur when two or more adjoining letters represent a single vowel sound (e.g., found, feather, rain). The saying, “when two vowels go walking the first one does the talking” holds true only 37% of the time. If you continue to use this phrase, please advise students that this is only sometimes true. • After the group has sorted the words together and noticed the different short and long vowel spelling patterns, have them try to figure out the pattern which helps them decide which spelling to use. Lead them to understand: <ul style="list-style-type: none"> ○ CVC: A singular vowel surrounded by consonants is usually short. <ul style="list-style-type: none"> ▪ Lead students to understand that the letters “f”, “l”, “s”, and sometimes “z” are usually doubled when they follow a single vowel in a one-syllable word (e.g., staff, tell, grass, and jazz). ○ CVCe: Silent “e” on the end of a word signals that the single vowel immediately preceding a single consonant is long (i.e., the silent “e” makes the vowel say its name). <ul style="list-style-type: none"> ▪ Possible supplemental activity: Provide students with “magic wands” on which the letter “e” is pasted. Wands can be created out of wooden sticks and construction paper. Teach students a trick that can

	<p>make the vowel “say its name” in the words they read. When the “magic ‘e’” on the magic wand is placed next to the word <i>pin</i> the word becomes <i>pine</i>.</p> <ul style="list-style-type: none"> ▪ Videos: <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=EVC9TayQlh8 ○ http://www.youtube.com/watch?v=LpNjSELbqJk ○ CVVC: When two vowels are together they make a different sound. As each new vowel digraph pattern is introduced, create a visual aid to post in the class with the vowel pattern, a word following the pattern, and a picture showing the word. <ul style="list-style-type: none"> ▪ “ai” produces the long “a” sound /ā/. ▪ Visual aid: <div data-bbox="818 783 1042 957" data-label="Image"> </div> ○ <i>Oddballs</i>: this is the first sort where <i>oddballs</i> are introduced. <i>Oddballs</i> are words that do not fit the patterns either visually or auditorally. In this sort: <ul style="list-style-type: none"> ▪ said follows the “ai” pattern visually, but produces the short “e” sound /ĕ/. ▪ want follows the CVC pattern for the letter “a”, but produces the short “o” sound /ŏ/. • On Day 3, provide students with controlled texts containing short and long a (www.readinga-z.com has printable copies. Each building has licenses to the site.) • As an extension, students could watch the following video about silent “e” <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=EVC9TayQlh8 <p>(Henry, <i>Unlocking Literacy</i>, 2003, p. 76) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008) (Traub, <i>Recipe for Reading</i>, 1992, p. 82)</p>
<p>Sort 11 Short o (CVC) and Long o (CVCe and CVVC)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 10 (see above) as it also pertains to this sort with the following adaptations: <ul style="list-style-type: none"> ○ CVVC: when two vowels are together they make a different sound. <ul style="list-style-type: none"> ▪ “oa” produces the long “o” sound /ō/.

	<ul style="list-style-type: none"> ○ Oddballs: the words love and none are oddballs in this sort because they follow the CVCe pattern visually, but produce the short “u” sound /ū/.
<p>Sort 12</p> <p>Short u (CVC) and Long u (CVCe and CVVC)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 10 (see above) as it also pertains to this sort with the following adaptations: <ul style="list-style-type: none"> ○ CVVC: When two vowels are together they make a different sound. <ul style="list-style-type: none"> ▪ “ui” and “oo” produce the long “u” sound /ū/. ○ Oddballs (see Sort 10): <ul style="list-style-type: none"> ▪ build and built are oddballs in this sort because they follow the “ui” pattern visually, but produce the short “i” sound /ī/.
<p>Sort 13</p> <p>Short e (CVC) and Long e (CVCe and CVVC)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 10 (see above) as it also pertains to this sort with the following adaptations: <ul style="list-style-type: none"> ○ CVVC: when two vowels are together they make a different sound. <ul style="list-style-type: none"> ▪ “ee” produces the long “e” sound /ē/. ▪ “ea” sometimes produces the long “e” sound /ē/ (other times it produces the short “e” sound /ĕ/ as students will learn in Sort 14). ○ Oddballs (see Sort 10): <ul style="list-style-type: none"> ▪ been may or may not be placed in the oddball category depending on students’ unique pronunciation (student sorts do not have to be identical). <i>Been</i> follows the “ee” pattern visually, but depending on one’s pronunciation, it produces the short “i” sound /ī/ (in which case it would be an oddball) or the long “e” sound /ē/ (in which case it would be placed in the “ee” column). • When deciding which words are spelled with “ea” and which are spelled with “ee” students should be encouraged to write the word both ways and choose the spelling that looks correct to them. • Video on “ee” vs. “ea”: <ul style="list-style-type: none"> ○ http://www.youtube.com/user/theelectriccomp#p/search/2/9JZnni2b_6l • Video on “ea” words with the long “e” sound /ē/. <ul style="list-style-type: none"> ○ http://www.youtube.com/watch?v=oY08a5ruIN A
<p>Sort 14</p> <p>More Short e</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 13 (see above) as it also pertains to this sort.

<p>(CVC and CVVC) and Long e (CVVC)</p>	<ul style="list-style-type: none"> • The key to this sort is making sure students understand that “ea” can produce two sounds: the short “e” /ĕ/ and the long “e” /ē/.
<p>Sort 15 *Spell Check</p> <p>Review CVVC Patterns ai, oa, ee, ea</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • When two vowels are together they make a different sound: <ul style="list-style-type: none"> ○ “ai” produces the long “a” /ā/ sound. ○ “oa” produces the long “o” /ō/ sound. ○ “ee” produces the long “e” sound /ē/. ○ “ea” sometimes produces the long “e” sound /ē/ (other times it produces the short “e” sound /ĕ/ as students learned in Sort 14). • After completing Sort 15, administer Spell Check 2 (see <i>WTW Teacher Resource Guide Level B</i> page 21 for the list of words and information on which sorts to review if students make errors).
<p>Sort 16</p> <p>Short a (CVC) and Long a (CVCe, CVVC-ai, and Open Syllable-ay)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • CVC: A singular vowel surrounded by consonants is usually short. <ul style="list-style-type: none"> ○ Remind students that the letters “f”, “l”, “s”, and sometimes “z” are usually doubled when they follow a single vowel in a one-syllable word (e.g., staff, tell, grass, and jazz). • CVCe: Silent “e” on the end of a word signals that the single vowel immediately preceding a single consonant is long (i.e., the silent “e” makes the vowel say its name). • CVVC: When two vowels are together they make a different sound. <ul style="list-style-type: none"> ○ “ai” produces the long “a” /ā/. • CVV: “ay” is an <i>open syllable</i>: <ul style="list-style-type: none"> ○ <i>Open syllables</i> (CV and CVV) end with a vowel and the vowel sound is long (e.g., be or tiger). ○ The “y” in the vowel digraph “ay” is considered a vowel because it produces a vowel sound. ○ Video: <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=ySlv mkz7cNw ▪ Explain to students that they will see both open and closed syllables in the video. Encourage students to listen for the long vowel sound in the first set of words and notice how it becomes a short vowel when a consonant is added.

	<ul style="list-style-type: none"> ○ To help students understand short and long vowels a file folder can be decorated to look like a door. If you open the door the words are long. When you close the door the words are short. By closing the door the vowels are blocked by a consonant that does not allow them to say their long sound. <p>(Henry, <i>Unlocking Literacy</i>, 2003) http://www.proteacher.net/discussions/showthread.php?t=143856)</p>
<p>Sort 17</p> <p>Short o (CVC) and Long o (CVCe, CVVC-oa, and Open Syllable-ow)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> ● CVC: A singular vowel surrounded by consonants is usually short. ● CVCe: Silent “e” on the end of a word signals that the single vowel immediately preceding a single consonant is long (i.e., the silent “e” makes the vowel say its name). ● CVVC: When two vowels are together they make a different sound. <ul style="list-style-type: none"> ○ “oa” produces the long “o” sound /ō/. ● CVV: “ow” is an <i>open syllable</i> (see Sort 16 for information on open syllables). The “w” acts as a vowel in this vowel digraph because it creates a vowel sound. Lead students to understand that the “ew” spelling is used at the end of the word because it is an open syllable. ● Oddballs (see Sort 10): <ul style="list-style-type: none"> ○ lose follows the CVCe pattern visually, but produces the long “u” /ū/. ○ Gloss follows the CVC pattern visually, but contains an <i>ambiguous vowel</i> (a vowel which represents a range of sounds and spellings) which produces the /aw/ sound. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 18</p> <p>Short u (CVC) and Long u (Open Syllable-ew and -ue)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> ● CVC: A singular vowel surrounded by consonants is usually short. ● CVV: see Sort 16 for information on open syllables. <ul style="list-style-type: none"> ○ “ew” and “ue” are <i>open syllables</i>. ○ The “w” acts as a vowel in the “ew” vowel digraph because it creates a vowel sound. ○ Lead students to understand that both the “ew” and “ue” spellings are used at the end of the word because they are open syllables. ● Oddballs (see Sort 10):

	<ul style="list-style-type: none"> ○ Do produces the long “u” sound /ū/, but does not follow the “ew” or “ue” patterns. ○ Truth produces the long “u” sound /ū/, but does not follow the “ew” or “ue” patterns. ○ Sew follows the “ew” pattern visually, but produces the long “o” sound /ō/.
<p>Sort 19</p> <p>Short i (CVC) and Long i (Open Syllable-igh and –y)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> ● CVC: A singular vowel surrounded by consonants is usually short. <ul style="list-style-type: none"> ○ Remind students that the letters “f”, “l”, “s”, and sometimes “z” are usually doubled when they follow a single vowel in a one-syllable word (e.g., staff, tell, grass, and jazz). ● CVCe: Silent “e” on the end of a word signals that the single vowel immediately preceding a single consonant is long (i.e., the silent “e” makes the vowel say its name). ● VCC: “igh” is a spelling pattern which represents the long “i” sound /ī/. It is most commonly found followed by the letter “t”, as in <i>night</i>, but also appears as a final vowel sound, as in <i>sigh</i>. <ul style="list-style-type: none"> ○ “...<i>igh</i> was once a guttural sound different from long <i>-i</i>, but over time pronunciation tends toward simplification while spelling tends to stay the same. Therefore, one long-vowel sound is spelled many different ways.” ○ Video: <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=m7_8yz11Pqc&feature=related ● CV: The letter “y” sometimes makes the long “i” sound /ī/. Lead students to see that the “y” comes at the end of the word. <ul style="list-style-type: none"> ○ Video: <ul style="list-style-type: none"> ▪ http://www.youtube.com/watch?v=IE0_c1-Y-Pg <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 20</p> <p>Short i, o (CVCC) and Long i, o (VCC)</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> ● CVCC: A singular vowel surrounded by consonants is usually short. In this sort, students review the short “i” and short “o.” <ul style="list-style-type: none"> ○ Remind students that the letters “f”, “l”, “s”, and sometimes “z” are usually doubled when they follow a single vowel in a one-syllable word (e.g., staff, tell, grass, and jazz). ● VCC: Singular vowels can sometimes produce a long

	<p>sound within a syllable. In this sort, students examine words that contain singular long “i” and singular long “o.”</p> <ul style="list-style-type: none"> ○ Lead students to understand that when an “i” is followed by “nd” or “ld” the “i” produces the long “i” sound /ī/.
<p>Sort 21 *Spell Check</p> <p>Review Long Vowel Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review the information in Sorts 10-21 for information on the spelling patterns reviewed in this sort. • This is the last sort in which students study long vowel patterns. It is important that students have mastered the silent “e” and vowel digraph patterns. Based on the results of the Spell Check, students may need additional time to review patterns that have not been mastered. • After completing Sort 21, administer Spell Check 1 (see <i>WTW Teacher Resource Guide Level B</i> page 21 for the list of words and information on which sorts to review if students make errors).
<p>Sort 22</p> <p>r-influenced Vowel Patterns</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • In Sorts 22-27 students are introduced to r-influenced vowels. As the Teacher Tip points out on p. 67 of the <i>Teacher Resource Guide</i> it is important to check students’ pronunciations and their ability to isolate and discriminate among the r-influenced vowel sounds in these sorts. Regional dialects often show up in r-influenced words. Students do not have to adjust their pronunciation, but their sort will look different in terms of which words are placed in the oddball and pattern columns. Provide individual guidance and reinforcement when necessary. • The letter “r” influences or distorts the “a” vowel sound, so that it sounds neither purely long nor purely short. An <i>r-influenced vowel</i> is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable. • One mistake students sometimes make is writing the “r” before the “a” because they hear the “r” sound first. • The “r” produces two distinct sounds when influencing “a”: “ar” (r-influenced short a) and “air” (r-influenced long a). In order to produce the “air” sound, the “a” either needs to be followed by an “i” or by an “r” and a “silent e” (“air” or “are”). • Note: due to regional differences, some student may pronounce some r-influenced sounds with different pronunciation (e.g., <i>cah</i> for <i>car</i>). Students may sort words differently due to their own pronunciations. • Oddballs:

	<ul style="list-style-type: none"> ○ Bear produces the “air” sound, but is not spelled with the “are” or “air” patterns. ○ Heart produces the “ar” sound, but contains the “ear” pattern that students will study in Sort 23. At this point, students can separate it as an oddball, or leave it in the “ar” column. ○ Pear produces the “air” sound, but is not spelled with the “are” or “air” patterns. ○ Where produces the “air” sound, but is not spelled with the “are” or “air” patterns. ○ Wear produces the “air” sound, but is not spelled with the “are” or “air” patterns. <ul style="list-style-type: none"> ● The Teacher Tip on page 71 of the <i>Teacher Resource Guide</i> is particularly helpful when teaching this sort. It suggests that students work with index cards written with the r-influenced vowel pattern left blank (e.g., <i>chair</i> written as ch____r). Students analyze each word to determine its pronunciation then fill in the correct r-influenced vowel pattern. ● Video: <ul style="list-style-type: none"> ○ http://www.youtube.com/user/theelectriccompany#p/search/0/eE2HFLDPPDc <p>(Henry, <i>Unlocking Literacy</i>, 2003) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008, p. 177)</p>
<p style="text-align: center;">Sort 23</p> <p style="text-align: center;">r-Influenced Vowel Patterns er, ear, eer</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> ● Review information in Sort 22 above as it also pertains to this sort with the following adaptations: ● The letter “r” influences or distorts the “e” vowel sound, so that it sounds neither purely long nor purely short. An <i>r-influenced vowel</i> is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable. ● “er”: The individual sounds of “e” and “r” are indistinguishable and produce a new sound: /ər/. ● “eer”: In order to produce the long “e” plus “r” sound /ēr/ as in <i>dear</i>, the initial “e” is followed by another “e”, an “a” (“ear” or “eer”). <ul style="list-style-type: none"> ○ Earth, heard, and learn all produce the /ər/ sound, but do not follow the “er” pattern. ● The Teacher Tip on page 71 of the <i>Teacher Resource Guide</i> is helpful when teaching this sort. It suggests that students work with index cards written with the r-influenced vowel pattern left blank (e.g., <i>fear</i> written as f____r). Students analyze each word to determine its

	<p>pronunciation then fill in the correct <i>r</i>-influenced vowel pattern. (Henry, <i>Unlocking Literacy</i>, 2003) (Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008, p. 177)</p>
<p>Sort 24 r-Influenced Vowel Patterns ir, ire, ier</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 22 above as it also pertains to this sort with the following adaptations: • “ir”: The individual sounds of “i” and “r” are indistinguishable and produce a new sound: /ər/. • “ire” and “ier”: The addition of the letter “e” to both of these patterns adds the long “i” sound before the /ər/. The full sound these patterns produce is /īər/. • Students should sort the words into three columns (ir, er, and ur). Since the /ər/ sound has three different spellings, students will need to memorize the correct spelling of each word. Share with students, however, that –er is used the most frequently, -ir is the second most common, and –ur is the least common. • Oddballs: <ul style="list-style-type: none"> ○ Clerk, fur, her, and purse produce the /ər/ sound, but do not follow the “ir” pattern. • The Teacher Tip on page 71 of the <i>Teacher Resource Guide</i> is helping when teaching this sort. It suggests that students work with index cards written with the r-influenced vowel pattern left blank (e.g., <i>birth</i> written as b____th). Students analyze each word to determine its pronunciation then fill in the correct <i>r</i>-influenced vowel pattern.
<p>Sort 25 r-Influenced Vowel Patterns or, ore, oar</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 22 (see above) as it also pertains to this sort. • The letter “r” influences or distorts the “o” vowel sound, so that it sounds neither purely long nor purely short. An <i>r-influenced vowel</i> is one in which the vowel immediately precedes and whose sound is modified by “r” in the same syllable. • “or” and “ore”: both patterns produce the /or/ sound. • W+or: When “w” precedes “or” the sound produced is /ər/ as in <i>world</i>. • Oddballs: <ul style="list-style-type: none"> ○ Floor, four, poor produce the /or/ sound, but do not follow the “or” or “ore” pattern.
<p>Sort 26</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Review information in Sort 22 (see above) as it also

<p>r-Influenced Vowel Patterns ur, ure, ur_e</p>	<p>pertains to this sort.</p> <ul style="list-style-type: none"> The patterns in this sort all produce the /ər/ sound.
<p>Sort 27 *Spell Check</p> <p>Review of ar, Schwa+r (ər), and or</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> Review information in Sort 22 (see above) as it also pertains to this sort. In this sort students review some of the r-influenced patterns they learned in Sorts 22-26. They should recall that: <ul style="list-style-type: none"> “ar” produces the /r/ sound. Schwa+r produces the /ər/ sound and can be spelled “ear”, “er”, “ur”, “ir”, “w+or” “or” produces the /or/ sound. After completing Sort 27, administer Spell Check 1 (see <i>WTW Teacher Resource Guide Level B</i> page 21 for the list of words and information on which sorts to review if students make errors).
<p>Sort 28</p> <p>Diphthongs oi, oy</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> <i>Diphthongs</i> are vowels that produce two subtle sounds by gliding from one vowel sound to another. This sort involves distinguishing between the /oi/ sound found in “oi” and “oy” words. In the “oy” diphthong, “y” acts as a vowel. <p>(Bear, Ivernizzi, Johnston and Templeton, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i>, 4th ed., 2008)</p>
<p>Sort 29</p> <p>Vowel Digraph oo</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> The vowel digraph “oo” produces both the short “u” sounds /ʊ/ (as in <i>nook</i>) and long /ū/ (as in <i>fool</i>). Oddballs: <ul style="list-style-type: none"> Would, could, and should produce the short “u” sound /ʊ/, but do not follow the “oo” pattern. The Teacher Tip on page 81 of the <i>Teacher Resource Guide</i> is helpful when teaching this sort. It suggests that students practice identifying short and long “u” sounds in words containing the “oo” pattern by creating a sorting sheet using key words and sorting the challenge words.
<p>Sort 30</p> <p>Vowel Digraphs aw, au</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> This sort focuses on the <i>ambiguous vowel</i> patterns of “au” and “aw.” It is important for students to note that while “w” is not a vowel, in this digraph it is silent and is thus considered part of the vowel pattern. Oddball: <ul style="list-style-type: none"> Laugh contains the “au” pattern, but produces the short “a” /ă/ sound.

<p>Sort 31 *Spell Check</p> <p>Diphthongs ou, ow</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Diphthongs</i> are vowels that produce two subtle sounds by gliding from one vowel sound to another. • Both “ou” and “ow” produce the /ow/ sound. • After completing Sort 31, administer Spell Check 1 (see <i>WTW Teacher Resource Guide Level B</i> page 22 for the list of words and information on which sorts to review if students make errors).
<p>Sort 32</p> <p>Silent Beginning Consonants kn, wr, gn</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Lead students to notice that the silent letter falls at the beginning of the word. • Oddballs: <ul style="list-style-type: none"> ○ Rap and ring produce the /r/ sound, but do not contain the silent “w.”
<p>Sort 33</p> <p>Triple r-Blends scr, str, spr</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Consonant blends</i> are consonant letter clusters in which the individual letter sounds are retained, such as /spl/ in split and /nt/ in font. • Oddball: <ul style="list-style-type: none"> ○ Squirrel may be considered an oddball if students pronounce it with a /scr/ sound. If this word causes confusion for students, feel free to discard it.
<p>Sort 34</p> <p>Consonant Digraphs Plus r-Blends and squ</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • <i>Consonant digraphs</i> are two adjacent consonants that represent one speech sound (e.g., /sh/ in ship and /ch/ in church). <ul style="list-style-type: none"> ○ In this sort, the “th” in the “thr” cluster and the “sh” in the “shr” cluster are digraphs. • <i>Consonant blends</i> are consonant letter clusters in which the individual letter sounds are retained, such as /spl/ in split and /nt/ in font. <ul style="list-style-type: none"> ○ In this sort, the r added to “th” and “sh” create the three-letter blends “thr” and “shr.” • “squ” produces the /skw/ sound as the “u” takes on the /w/ sound when it follows the letter “q.”
<p>Sort 35</p> <p>Hard and Soft c and g</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • Students should explore the different sounds “c” and “g” can make when in the initial position. “C” is sometimes hard and sounds like /k/ and sometimes soft and sounds like /s/. • A helpful pattern for students is that “c” and “g” are usually soft when followed by e, i, or y and hard when followed by a, o, or u. • If students are having difficulty understanding the

	<p>difference between the hard and soft sounds, direct them to words that contain both sounds (e.g., <i>cyclist</i> or <i>garage</i>).</p> <ul style="list-style-type: none"> • Video on hard and soft g: <ul style="list-style-type: none"> ○ http://www.youtube.com/user/theelectriccomp any#p/search/1/2imT7QnA54Q • Videos on hard and soft c: <ul style="list-style-type: none"> ○ http://www.youtube.com/user/theelectriccomp any#p/search/0/gDzUmdL4xmU ○ http://www.youtube.com/user/theelectriccomp any#p/search/1/wo8jSVzo700
<p>Sort 36 *Spell Check</p> <p>Word Endings -ce, -ve, -se</p>	<p>When teaching this sort, please note the following:</p> <ul style="list-style-type: none"> • The e at the end of these words keeps the c soft but does not affect the vowel sound. • Words ending in <i>ce</i> (dance), <i>ve</i> (leave), and <i>se</i> (sense), each have a silent “e” which is associated with the consonant rather than the vowel, thus it does not act as a silent “e” in the way students studied them in Sorts 10-21. • After completing Sort 36, administer Spell Checks 6A and 6B (see <i>WTW Teacher Resource Guide Level B</i> page 22 for the list of words and information on which sorts to review if students make errors).